MDSC203
Inquiry I: Developing Health Research Literacy I

Instructors:

Dr. Donna-Marie McCafferty (course coordinator)	dmmccaff@ucalgary.ca
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Office Hours/Policy on Answering Student Emails

To meet with the librarian, your group preceptor or the course coordinator outside of class, make an appointment by e-mail request please (NB. introduce yourself as a student in MDSC203). Your email will be answered within 24 h.

Small Group Preceptors:

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Dr. Matthew Stephens	matthew.stephens@ucalgary.ca
Dr. Jesse Love Hendrikse	jlhendri@ucalgary.ca

Time and Location:

Tuesdays and Thursdays 9.00-11:20 am
Lectures: Clara Christie (Health Sciences Centre (HSC))
Group Presentations: Clara Christie Theatre/G500
Small Group Rooms: (O'Brien) O1503, O1504, O1506, O1508, O1509, O1509A and
(Ground floor HSC) G744, G748
Library Workshops: Health Sciences Centre Library 1460A/B

Please check with your preceptor and on D2L for room assignments.
Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

Prerequisite(s): Admission to the BHSc Honours program.

Course Description:

Students will be introduced to the interdisciplinary scope of health research through reading and writing assignments. Students will learn the basics of academic research enquiry and practice academic writing and presentation skills through individual and team assignments.

Overarching Theme

Research, whether conducted within academia or in other settings, is the systematic acquisition of knowledge through investigation of the world. All improvements in the human condition produced by human activity are based on knowledge in some form, which, in turn, is based on some form of research. Modern academic research is unique in that it seeks to be cumulative, universally disseminated, and overtly dedicated to improving the human condition, either materially or through knowledge and art. The Bachelor of Health Science (BHSc) degree is a research-intensive undergraduate degree. The conduct, interpretation, and application of research requires specialized skills. You will develop these skills in the first year of the BHSc program and, as you progress through the years, you will build on these skills by using them in increasingly more complex and specialized research endeavours. The purpose of this course is to introduce these skills.

A central skill required to conduct research is the ability to communicate both orally and in writing. The most fundamental discoveries would be lost if the person who makes them is unable to explain them effectively to others. Research communication can take on many forms, depending on the purpose and the intended audience: a scientist may share results within a research discipline, researchers from different fields may seek to collaborate or cooperate, or a journalist may transmit researchers' findings to non-specialists. Research is not done in isolation; it is a team effort. Particularly in the biomedical sciences, research is conducted in teams in which people with different skill sets must be able to work together effectively towards a common goal. Even when scientists collect and analyze data independently, they converse with fellow scientists by publishing their findings. The ability to work in teams is emphasized throughout the BHSc program. In this course, you will work with your classmates on group presentations that are based on your collective analysis of an important health issue.

Global Objectives

Researchers need to communicate with researchers from their field but may also need to share information and skills with researchers working in other fields. One of the challenges facing the health sciences is that many distinct research disciplines deal with health, and each one of these disciplines has its own culture, defined by its values, conventions and practices. In practice, cross-cultural communication is difficult to achieve. This course will introduce you to three different research cultures and perspectives, so that you can begin to appreciate different research styles and contributions. More importantly, you will begin to appreciate how different perspectives can complement each other to create a deeper understanding of important problems and see how their integration can lead to novel solutions.

Learning Objectives

At the successful completion of this course, you should be able to:

1) Explain, at the level of an educated layperson, the basic principles of the conceptual foundations of biomedical science and social science health research
2) Analyze an academic paper in the health sciences in terms of:
    a. Whether the paper is a primary research article or a secondary source
    b. Whether the paper tests a hypothesis

3) Explain the concept of a research perspective and its importance.
4) Apply academic standards for citation when writing.
5) Write a text that is clear and accessible to a well-educated layperson and that conforms to standards of academic writing.
6) Work within a group to create and deliver a presentation that is well organized, clear, concise and understandable to an educated layperson.

Required Textbooks

None

Recommended Textbooks/Readings

Biomedical Perspective (mechanisms)

1. Massoud, T.F., Hademenos, G.J., Young, W.L. et al. (1998) Principles and philosophy of modeling in biomedical research. FASEB J, 12: 275-285

https://www-fasebj-org.ezproxy.lib.ucalgary.ca/doi/pdf/10.1096/fasebj.12.3.275

2. Richard, D. (2015) Cognitive and autonomic determinants of energy homeostasis in obesity. Nat Rev Endocrinol, 11: 489–501
http://www.nature.com.ezproxy.lib.ucalgary.ca/articles/nrendo.2015.103.pdf

3. Badman, M.K., and Flier, J.S. (2005) The gut and energy balance: Visceral allies in the obesity wars. Science 307: 1909-1914
http://science.sciencemag.org.ezproxy.lib.ucalgary.ca/content/307/5717/1909/tab-pdf

4. Zheng, H. and Berthoud H-R. (2007) Eating for pleasure or calories. Curr Opin Pharmacol, 7: 607–612.
http://www-ncbi-nlm-nihgov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC2194753/pdf/nihms36005.pdf

Evolutionary Perspective (origins)

1. Lieberman, D.E. (2015) Is exercise really medicine? An evolutionary perspective. Curr Sports Med Rep., 14: 313-319.
http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00149619-201507000-00013&D=ovft&PDF=y (cut and paste to address to internet search)

2. Nesse, R.M., Bergstrom, C.T., Ellison, P.T., et al. (2010) Evolution in health and medicine Sackler colloquium: Making evolutionary biology a basic science for medicine. Proc Natl Acad Sci USA, 107 Suppl 1: 1800-1807.
http://www.pnas.org.ezproxy.lib.ucalgary.ca/content/pnas/107/suppl_1/1800.full.pdf

Health & Society Perspective

1. Mikkonen, J. and Raphael, D. (2010) Social determinants of health: The Canadian facts. Toronto: York University School of Health Policy and Management. Available online at: http://www.thecanadianfacts.org

2. Tremblay, M.S. and Willms, J.D. (2003) Is the Canadian childhood obesity epidemic related to physical inactivity? Int J Obes, 27(9):1100-1105.
http://www.nature.com.ezproxy.lib.ucalgary.ca/articles/0802376.pdf
3. Raphael, D. (2006) Social determinants of health: Present status, unanswered questions, and future directions International Journal of Health Services, 36: 651–677.
http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.2190/3MW4-1EK3-DGRQ-2CRF

4. Braveman, P.A., Egerter, S.A. and Mockenhaupt, R.E. (2011) Broadening the focus: The need to address the social determinants of health. Am J Prev Med, 40 Suppl 1: S4–S18. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0749379710005635

5. Larsen, K. and Gilliland, J. (2008) Mapping the evolution of 'food deserts' in a Canadian city: Supermarket accessibility in London, Ontario, 1961-2005. Int J Health Geogr, 7:16 https://ij-healthgeographics.biomedcentral.com/track/pdf/10.1186/1476-072X-7-16

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

In determining the overall grade in the course the following weights will be used:

Group Work

You will be assigned to a small group to work with for the course of the semester. You will meet at least once a week during scheduled time with your group and a course preceptor and are strongly encouraged to use extra time outside of class to prepare group presentations. Library rooms are available for booking for student use. Each student in the group receives the same presentation grade.

Group Presentations

You cannot choose obesity as the disease or health topic for your group assignment.

1. Group Presentation #1: Choose a disease or health issue. From a biomedical perspective characterize the phenomenon and explain what is known about its etiology. Details on the origins of the disease may be omitted from the presentation; however, the group should be able to field questions on evolutionary factors that have contributed to the existence of the disease today. Include in your presentation current interventions for your chosen disease/health issue and identify any major outstanding questions and/or future directions for research. (detailed instructions available on D2L) **Weight: 15%**
   November 1st during class time

2. Group Presentation #2: Take the same disease/health issue and build on the biomedical perspective by describing the major social determinants related to the disease/health issue. Explain how one or two of those social determinants influence the prevalence or severity of the disease/health issue. Present and defend relevant plausible policy initiatives that arise from these social determinants and that may help with solutions to this disease/health issue. (detailed instructions available on D2L) **Weight: 15%**
   December 4th during class time

Note that each student is expected to participate in the delivery of at least one presentation. All students are expected to contribute to the preparation of both presentations and should be able to field questions.

Group Work and Participation (10%):

Each student will receive an individual grade for their contribution to the work of their group. This grade will be based on continuing evaluation by the group preceptors and on feedback from fellow group members [see schedule/D2L for group peer evaluation forms & deadlines]. During each formal meeting, the preceptor will keep notes on individual contributions to the group discussion and work. After each

presentation, students will conduct an evaluation of group members and themselves. The final group work grade will be based on an evaluation of the preceptors' notes of each student's contribution to the group and peer evaluations. Potential misunderstandings over commitment can be avoided by informing your preceptor and peers of any absences.

Assignments:

PLEASE NOTE: It is advised that you use your group disease for written assignments 2 and 3; however, you are at liberty to choose an alternative topic of your choice but must discuss this with your preceptor. You cannot choose obesity as the topic for your written assignments. All assignments are to be submitted electronically through D2L.

1. Assignment #1. Paper (750-word limit): Choose a primary research article (a list of choices is contained in the rubric for this assignment, see D2L). Summarize key details of this paper and find 3 additional papers relevant to it. Draw explicit connections between the research reported in your 3 additional papers and the primary target paper. (detailed instructions available on D2L) **Weight: 15%. Due: Draft Sept 30th & Final Oct 14th.**

2. Assignment #2. Paper (900-word limit): Analyze a disease or health issue from a biomedical perspective. Explain what is known about the etiology (causes) of that disease and how it is treated. Identify one or more major outstanding questions about this disease/health issue and discuss whether and how evolutionary factors might impact our understanding of how this disease can be treated. (detailed instructions available on D2L) **Weight: 20%. Due: Nov 11th by 11:59 PM**

3. Assignment #3. Paper (1100-word limit): Building on the biomedical perspective, discuss how social determinants affect your chosen disease/health issue. Explain one or two major social determinants of your chosen disease/health issue in depth. Explain how these social determinants influence the prevalence or severity of the disease and present and defend relevant plausible policy implications that arise. (detailed instructions available on D2L) **Weight 25%. Due: Dec 9th by 11:59 PM**

Grading

Course Element	Weight
Individual Assignment #1	15%
Individual Assignment #2	20%
Individual Assignment #3	25%
Group Presentation 1	15%
Group Presentation 2	15%
Group Work and Participation	10%

- Late submissions will be penalized 10% per day late, except for legitimate reasons. Refer to the University policy on student absence from courses, tests and examinations. Wherever possible, the course coordinator/group leaders need to be notified ahead of time.
- Traffic jams and late or full busses are now common events in Calgary and are NOT acceptable reasons for late submissions or late arrivals to classes, meetings and examinations. Plan for delays in transportation.
- Re-grading policy: Students must first meet with their preceptor to discuss feedback on their paper. If the student wishes to request an official re-grade of the assignment, requests must be

made in writing to their preceptor and the course coordinator with an explanation of why they feel their paper should be re-graded. The assignment will be re-graded by two preceptors and a final grade awarded. Please be aware that the grade may be the same, higher or lower than the original grade. Request for a re-grade must made within 15 calendar days of receiving your graded assignment.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (http://www.ucalgary.ca/writingsupport/) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

Missed Components of Term Work:

- It is the agreement of all Faculty and Staff involved in MDSC203 that **extensions will NOT be granted** on any assignment. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Desire2Learn (D2L)

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they get all posted communications and documents and that the receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

Policies Governing the Course:

Attendance

Traffic jams and late or full busses are now common events in Calgary and are NOT acceptable reasons for late submissions or late arrivals to classes, meetings and examinations. Plan for delays in transportation.

Conduct During Lectures
Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during each session and should not rely solely on material supplied by the instructors.

Electronic Devices
The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (eg. laptops, tablets) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do **NOT surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave.

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

Copyright
It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (http://library.ucalgary.ca/copyright)

Expectations and Workload
In an undergraduate course, the typical workload is two hours of work/study outside class time for every one hour of class. We will not evaluate the number of hours that you spent on your assignments, however, and we will not evaluate you as a person. We only assess your performance at a particular time and for a particular assignment. Evaluation is intended to help you further develop your skills in academic reading and writing.

A Note Regarding Instructor Intellectual Property
Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited**. Sharing of extracts of these course materials with other students enrolled in the course ***at the same time*** may be allowed under fair dealing.

Academic Accommodations Based on Disability or Medical Condition
It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237;

http://www.ucalgary.ca/access/. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability
Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct
The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar.* Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures
Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act
This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See http://www.ucalgary.ca/policies/files/policies/ privacy-policy-2011.pdf for more information.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (http://www.ucalgary.ca/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Health Science Centre, housing the Clara Christie Theatre and small rooms is the Health Research Innovation Center (HRIC)-Atrium. For more information, see the University of Calgary's Emergency Management website: http://www.ucalgary.ca/emergencyplan/assemblypoints.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

SCHEDULE [Check D2L regularly for Group information & any changes]

WEEK 1***: Introduction to BHSc concentrations, Course overview and expectations;***

		PLACE
Sept 06:		
9:00 – 9:30	Introduction to BHSc concentrations (Ebba Kurz)	Clara Christie
9:30 – 11:20	Course Overview (Donna-Marie McCafferty) What to expect and Q & A	

WEEK 2: ***Introduction to Literature Searches and Introduction to Academic Writing***

Sept 11:		
9:00 – 10:00	Introduction to Literature Searches (Lorraine Toews)	Clara Christie
10.15 – 11:10	Academic Writing/FAQ and mistakes (Hendrikse/McCafferty)	Clara Christie
11.10 - 11.20	Mentorship Program Information (Patricia Konschuh)	
Sept 13:		
9:00 – 10:00	Groups 1-5: Computer Lab Tutorial (Lorraine Toews)	1460A/B in HSC Library
9:00 – 10:00	Groups 6-10: Meet with your group leader	small group rooms
10:15 – 11:15	Groups 6-10: Computer Lab Tutorial (Lorraine Toews)	1460A/B in HSC Library
10:15 – 11:15	Groups 1-5: Meet with your group leader	small group rooms

WEEK 3: ***Introduction to Literature Searches and EndNoteWeb Management Program***

Sept 18:		
9:00 – 10:00	Groups 11-14 Computer Lab Tutorial (Lorraine Toews)	1460A/B in HSC Library
10:15 –11:15	Groups 1-5: EndNoteWeb Software Tutorial	1460A/B in HSC Library
10:15 –11:15	Groups 11-14: Meet with your group leader	small group rooms
Sept 20:		
9:00 – 10:00	Groups 11-14: EndNoteWeb Software Tutorial	1460A/B in HSC Library
10:15 –11:15	Groups 6-10: EndNoteWeb Software Tutorial	1460A/B in HSC Librar

WEEK 4: ***Introduction to Research***

Sept 25:

9:00 – 10:00	Plagiarism & Paraphrasing (Lee-Ann Penaluna, Writing Support, Student Success Centre)	Clara Christie
10:15 – 11:15	Groups 1-7: Meet with your group leader	small group rooms

Sept 27:

9:00 – 10:00	Introduction- Origins (Dr Benedikt Hallgrimsson) *Readings:* Nesse, et al (2010) PNAS 107(1):p1800-07	Clara Christie
10:15 – 11:15	Groups 8-14: Meet with your group leader	small group rooms

****Assignment 1 Due Sept 30th @ 11:59PM****

WEEK 5: ***Introduction to Research*** **(cont'd)** & ***Evolutionary Perspective (Origins)***

Oct 2:

9:00 – 10:00	Origins- Obesity (Dr Benedikt Hallgrimsson) *Readings:* Lieberman D (2015) Curr.Sports Med Reports 14(4):313-319	Clara Christie
10:15 – 11:15	Groups 1-7: BHSc Peer Mentoring	G500

Oct 4:

9:00 – 10:00	Scientific Evidence (Dr. Jesse Hendrikse)	Clara Christie
10:15 – 11:15	Groups 8-14: BHSc Peer Mentoring	G500

WEEK 6: ***Evolutionary Perspective (Origins) (cont'd) & Biomedical Perspective (Mechanisms)***

Oct 9:

9:00 – 10:00	Perspectives in Science (Dr. Jesse Hendrikse)	Clara Christie
10:15 – 11:15	Groups 1-7: Meet with your group leader	small group rooms

Oct 11:

9:00 – 10:00	Biomedical Perspective Introduction (Dr. D-M McCafferty)	Clara Christie
10:15 – 11:15	Groups 8-14: Meet with your group leader	small group rooms

Assignment 1 Final Oct 14th @ 11:59PM**

WEEK 7: ***Biomedical Perspective (Obesity) & Introduction to Bioinformatics***

Oct 16:

9:00 – 10:00	Biomedical Perspective- Obesity (Jodi Nettleton)	Clara Christie
10:15 – 11:15	Groups 1-7: Meet with your group leader	small group rooms

Oct 18:

9:00 – 10:00	Bioinformatics (TBD)	Clara Christie
10:15 – 11:15	Groups 8-14: Meet with your group leader	small group rooms

WEEK 8: ***Small Group Work & Writing Feedback Q & A***

Oct 23:	9:00 – 10:00	Small group sessions 1-7	Small Group Rooms
	10:10 – 11:10	Small group sessions 8-14	Small Group Rooms
Oct 25:	9:00 – 10.30	Writing Q & A/Feedback Session	Clara Christie

WEEK 9: ***Group Presentations (BIOMEDICAL)***

Oct 30th: DRY RUN OF PRESENTATIONS AND FEEDBACK

9:00 – 10:00	Small group sessions 1-7	Small Group Rooms
10:10 – 11:10	Small group sessions 8-14	Small Group Rooms

Nov 1:

9:00 – 11:20	GROUP PRESENTATIONS BIOMEDICAL	Clara Christie/G500
		[Group peer evaluation #1 due]

WEEK 10: ***Health & Society Perspective Introduction***

Nov 6:

9:00 – 10:00	Introduction (Dr. Jennifer Terpstra) Readings: Mikkonen & Raphael - Chapters 1-7 (pp 7-25)	Clara Christie
10:15 – 11:15	Small group sessions 1-7	Small Group Rooms

Nov 8:

9:00 – 10:00	Introduction Continued (Dr. Jennifer Terpstra) Readings: Tremblay & Willms; Mikkonen & Raphael - Chapter 8-10(pp 26-34)	Clara Christie
10:15 – 11:15	Small group sessions 8-14	Small Group Rooms

****Assignment 2 Due Nov 11th at 11:59PM****

WEEK 11: READING WEEK

Nov 13: NO CLASS

Nov 15: NO CLASS

WEEK 12***: Health & Society Perspective- Obesity***

Nov 20:

9:00 – 10:00	Lecture - Obesity (Dr. Jennifer Terpstra) Readings: Mikkonen & Raphael - Chapters 11-13 (pp 35-56); Chp 1 (p 9)	Clara Christie
10:15 – 11:15	Small Group session 1-7	Small Group Rooms

Nov 22:

9:00 – 10:00	Health & Society: building on different perspectives Lecture (Dr. Jennifer Terpstra)	Clara Christie
10:15 – 11:15	Small group sessions 8-14	Small Group Rooms

WEEK 13: ***Group Presentations (Health & Society)***

Nov 27: 9:00 – 10:00	Small group sessions 1-7	Small Group Rooms
10:10 – 11:10	Small group sessions 8-14	Small Group Rooms

Nov 29: DRY RUN OF PRESENTATIONS AND FEEDBACK

9:00 – 10:00	Small group sessions 1-7	Small Group Rooms
10:10 – 11:10	Small group sessions 8-14	Small Group Rooms

WEEK 14:

Dec 4:

9:00 – 11:00	GROUP PRESENTATIONS HSOC	Clara Christie/G500
11:00 – 11:15	Course Evaluations	Clara Christie/G500

[Group peer evaluation #2 due]

Dec 6: Paper writing clinics

9:00 – 10.00	Small group sessions 1-7	Small Group Rooms
10: 00 – 11.00	Small group sessions 8-14	Small Group Rooms

****Assignment 3 Due Dec 9th at 11:59PM****